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ABSTRACT

A project in Iberia Parish, Louisiana, investigated whether the use of computers along with Laubach literacy materials could significantly raise the reading level of adults presently reading at the 0-4 grade levels. Adults in a control and an experimental group (15 in each) worked one-on-one with volunteer tutors using the "Laubach Way to Reading" materials. The experimental group also had computer-assisted instruction. Other project activities were the following: (1) tutors received computer training; (2) software was created to correlate with Laubach materials; (3) computer programs for adults reading at grade 5-6 levels and basic mathematics books and software were purchased; and (4) peripherals required for use with certain computer programs were purchased. There was a shift away from computer programs focusing on phonics and toward the more global, visual methods of "Project Star" software, favored by adult students. Analysis indicated that the control group showed an advancement of 0.7 grades per 50 hours of work, and the experimental group showed an advancement of 1.2 grades. Other findings were that students showed evidence of tremendous growth in self-confidence; various reading styles existed among students; and unemployed adults were using the computers to gain skills and enhance their employability. The project also acquired library materials, recruited and trained volunteer tutors, and publicized the program. (Attachments include a questionnaire and description of "Project Star" software.) (YLB)

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FINAL FINANCIAL STATUS AND PERFORMANCE REPORT F.Y. 1988

PART I: GENERAL INFORMATION

A. Name and Address of Grantee:

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C. Grant Number:

R167A80149

D. Federal LSCA Title VI Funds:

Grant Amount: $25,000.00

Amount Expended: $25,000.00

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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PART II: NARRATIVE REPORT

The primary goal of this Technology Literacy Project was to try to determine whether the use of computers along with Laubach literacy materials could significantly raise the reading level of adults presently reading at the 0-4 grade levels.

In order to put the work of this year in context, however, it would be helpful to review the groundwork laid in the previous grant year (1987-1988), viz., the purchase of three (3) more computers, thus bringing to five (5) the total number of computers available for this Project; the purchase of 2 Echoes (voice synthesizers) needed for some software; the creation of computer lessons that correlate with

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Laubach materials; consultation with a sociologist from Louisiana State University to determine guidelines for the selection of control and experimental groups and evaluation instruments to be used to provide both quantitative and qualitative data for the interpretation of the results of the Project.

The achievement of the primary goal of the 1988-1989 grant year can be described in terms of the method of study, the training of tutors, and the means of recording data.

1. The Method of Study: We randomly selected 15 adults for the experimental group and 15 for the control group. Of these, we have continued the study with 11 in each group because of student drop-outs or tutors who terminated. Adults in both groups have been working one-on-one with volunteer tutors using the Laubach Way to Reading materials. Adults in the experimental group also had computer-assisted instruction. The one-on-one sessions with tutors were held at the Center, in the library, in the homes of students, in church halls, and in some cases, in the home of the tutor.

Computer classes were all held in the computer room at the Center. The one-on-one sessions in Laubach were held twice a week for one and one-half to two hours per class. The computer lessons varied in time from two hours weekly to 5 hours. Occasionally, if a tutor was out of town or ill, a student would report to the computer room for a lesson.

There was a shift away from computer programs focusing on phonics and toward the more global, visual methods of Project Star. (See Attachment 2 for description.)

The same two staff persons administered the Laubach Diagnostic Inventory to each participating adult at the beginning and at the end of the project. These results were recorded along with other pertinent data.

2. Training of Tutors: Tutors whose students were participants in the Project received the same training in the use of Laubach materials and computer programs as

those whose students did not participate. No tutor or student was aware that we were conducting this study. This was a deliberate decision suggested by our sociologist consultant, so as to eliminate the possibility of undue competition that could influence the outcome of the study.

3. Means of Recording Data: The number of hours of tutors was carefully recorded by them on their bi-monthly progress reports. Students working on the computer recorded their hours on sign-up sheets posted in the computer room. All relevant data, including raw scores and grade levels on pre- and post diagnostic inventories, was entered into the data base for this Project. Qualitative data was collected from tutors by means of a questionnaire prepared for all tutors using the computer. (See Attachment 1)

To continue our efforts to achieve the above goal we worked toward implementing the seven objectives listed below, along with achievements, slippages and reasons for them, revisions and reasons for them.

A. OBJECTIVES: ACHIEVEMENTS, ACTIVITIES, SLIPPAGES, REVISIONS, AND REASONS FOR SLIPPAGES OR REVISIONS

1. First Objective: Conduct six two-hour computer training sessions for new tutors involved in the Project.

a. Achievements:

1) We conducted three (3) two-hour computer training sessions for new tutors involved in the Project. At the first session, we gave the tutors a hands-on experience at the computer, using "Introduction to the Apple IIe," a program explaining the exterior and the inside story of the computer. At this same session we intoduced tutors to the use of the CCD (cassette control device) and tape recorder for tutor-made lessons in phonics that correlate with the Laubach materials.

2) At the second training session, we presented an overall view of Project Star--a global, visual program--an approach needed by most of our adult learners. Each tutor systematically reviewed the three instructional elements of this program: vocabulary development, spelling, and comprehension skills.

b. Slippages: Even though all tutors involved in the Project participated in the training sessions, only 50% of them followed through with students. However, the others did assign computer work to their students, and staff persons filled in to work with these students in the computer room. In one important aspect, this turned out to be an advantage, since adult students became more independent as they took charge of their own learning.

3) At the third training session, the tutors reviewed the software booklet we prepared, showing how to select appropriate lessons for their students based on skills still needing reinforcement. Tutors then reviewed a variety of software related to the following skills: phonics, word recognition, comprehension, spelling and writing.

c. Revision: We held only three (3) sessions because the turnover in volunteer tutors using the computer was minimal, and we were able in three sessions to give adequate training to four (4) new tutors.

2. Second Objective: Continue to create our own software to correlate with Laubach materials.

a. Achievements

1) Using the editing options on several programs, volunteers created over one hundred (100) lessons using the Laubach vocabulary and providing reinforcement in these skills: word recognition, expanding vocabulary through initial consonant substitution, comprehension, spelling, and critical thinking.

2) We also obtained computer programs from a Library Literacy Council in Las Vegas whose project was precisely to create computer lessons that correlate with Laubach materials.

b. Revisions: We began to move away from purely phonics instruction and put more emphasis on programs that appeal to a more global, visual style of learning. The reason for this shift was the noticeable positive change in attitude toward learning on the part of adults using such programs.

3. Third Objective: Purchase more computer programs for adults reading at 5-6 grade levels.

a. Achievements

1) For enrichment and reinforcement in comprehension skills we purchased the 5-6 grade level of two previously-used programs popular with students and tutors: Comprehension Connection and Cloze Plus and the 5-6 grade level of Comprehension Power.

2) We purchased three (3) excellent programs with a focus on critical thinking skills: Sequitur, Double-Up, and Rhubarb.

3) We purchased Writing for Everyday Living, a program most popular among adults at 5-6 grade level.

b. Slippages: None

4. Fourth Objective: Purchase basic mathematics books and software for use by students and tutors.

a. Achievements

1) We purchased five (5) sets of Breakthrough to Math, an excellent series by New Readers Press. Each set contains instructional booklets and workbooks.

2) We purchased five (5) computer programs from Minnesota Educational Computing Corporation. These focus on both instruction and drill in basic computation skills and in solution of word problems.

b. Slippages: There has been very little use of this mathematics material by tutors and students. We see the need for it, tutors see the need for it, but the need for reading is so great and requires so much time that tutors, as a rule,.spend all their time and energy on reading instruction.

c. Revisions: In those cases where students request specific skills required on their jobs, reading is put aside for a while to give time to such skills as using a ruler for linear measurements, understanding how to calculate areas and volumes, etc. There are also students who request help in understanding the basics of figuring out cost of items and making change from one dollar, five, ten,, etc. Others often request help in writing checks, money orders, making a budget, etc. In other words, the shift is away from teaching computational skills in isolation; this instruction is introduced when the adult has a need for it in a concrete living situation or job-related situation. Some adults request help in this area so as to assist their children with homework.

5. Fifth Objective: Purchase peripherals required for use with certain computer programs.

a. Achievements: We purchased two (2) Ufonics (voice synthesizers) for use with Project Star. This voice synthesizer performs better than the Echo, which we purchased last year. Students use both.

b. Slippages: None

6. Sixth Objective: Designate specific software to be used for purposes of drill, instruction, and enrichment.

a. Achievements

1) We completed the software booklet by including the latest programs purchased and listing designated programs for drill, instruction, and enrichment. (See Attachment 2)

2) As students and tutors become familiar with different programs, most of the 0-4 students seem to favor Project Star because of its adult appeal, accompanying sound for vocabulary introduced, good graphics, and the excellent worksheets reinforcing the computer lessons.

However, the underlying reason for this shift to Project Star is its appeal to adults who prefer a more global, visual approach over the analytic, phonetic approach of Laubach materials. Over 90% of our adult learners have poor auditory strengths but excellent tactual and kinesthetic strengths and preferences.

3) We also responded to the felt need of students for more worksheets by creating additional reinforcement exercises to accompany each computer lesson of Project Star. We have completed these worksheets for Levels 1 and 2 and are now working on Level 3 worksheets.

b. Slippages: None

7. Seventh Objective: Continue to work with our consultant sociologist in evaluating instruments and interpreting data related to carrying out our goal.

a. Achievements: We met in three different sessions with our consultant to discuss the following:

1) The students participating: we identified certain variables that helped us understand participants better, e.g., possible learning disabilities, varied learning styles, changes in attitude toward learning of most students using the computer, and vulnerability of students regarding lack of child care services and transportation, unemployment, and homelessness.

2) The tutors participating: we noted that while all volunteers received the same training in the Laubach method and in the use of computer

programs, they differ in respect to dedication, creativity, professional teaching expertise, sensitivity to the needs of adult learners, and regularity in submitting progress reports.

3) The Evaluation Instrument (Laubach Diagnostic Inventory)

We spent much time pinpointing the shortcomings of this instrument which seemed to be biased in favor of the analytic, auditory learner. The Inventory focuses heavily on phonics, sounds in isolation, blending of sounds, spelling, etc. Students with good or fair auditory strengths naturally perform better on this type of inventory. Students with a more global, visual style of learning, who do well on computer programs, perform poorly on such an inventory.

However, the balancing factor in this situation proved to be the fact that both groups of students have poor auditory strengths.

4) QUANTITATIVE RESULTS OF STUDY:

We made the decision to use a simple, direct, clear mathematical analysis in determining conclusions for our quantitative data:

a) Using the raw scores and corresponding grade levels on the pre- and post-Inventories of each student, we determined the grade levels advanced by each participant.

b) Using this information with total hours of instruction by tutors and hours of computer-assisted instruction (for the experimental group), we determined through a simple proportion equation the grade level advancement per fifty (50) hours of class:

$$\frac{\text{Grade level at end--Grade level at beginning}}{\text{Total hours}} = \frac{x}{50}$$

c) After determining the "x" factor for each participant, we then totaled these "x" factors for the adults in the control group and divided by

eleven (11), the number of adults in the group, to obtain the Average Grade Level Advancement per 50 hours for the group.

The same procedure was used for the experimental group.

...RESULTS: The control group showed an advancement of 0.7 grades per 50 hours of work.

The experimental group showed an advancement of 1.2 grades per 50 hours of work.

5) QUALITATIVE RESULTS OF THE STUDY

These were obtained by the use of a questionnaire. We include a summary of the responses to this survey. (See Attachment 3).

b. Slippages

1) With hindsight we realize that our instrument for the quantitive measurement of the progress of adults was inadequate. (See above comments in a.(2). However, other instruments that we examined also had their shortcomings.

2) This study has made it clear that there is a need for a reliable instrument to measure the progress of adult new readers in a way that matches their reading style and the methods and materials recommended to be used with adults. We suspect that with a better instrument the actual progress of adults working on the computer would have been more precisely measured.

8. Eighth Objective: Hold four special evaluation sessions with tutors involved in the Project.

a. Achievements

1) Instead of meeting with only those tutors whose students were part of the Project, we did the evaluation with all tutors. As explained above, this method was intentional.

2) Time at each of our five (5) in-service sessions was given for input from tutors relating to software programs used, Laubach materials,

supplementary materials, and feedback of a qualitative nature on the use of computer-assisted instruction.

3) A thorough presentation of Project Star was made to all tutors with hands-on experience of different types of lessons. We received only positive feedback. Tutors recognized how this software was a better match for the learning styles of most of our students.

b. Slippages: None

9. Ninth Objective: Share results of this Project with other literacy groups in the state and region and with Laubach Literacy Action in Syracuse.

a. Achievements

1) We have shared with several groups in our state and in other states what we have accomplished in setting up a literacy technology project. Requests continue to come in for recommendations for software. We now have a database of interested library literacy programs which we will use to share both quantitative and qualitative data of this Project.

2) We plan to share the results of this entire study with members of the Louisiana Literacy Coalition at our spring meeting in 1990 and with the South Central Region at the next Laubach conference.

3) We submitted a report of this Project to the Adult Literacy Technology Magazine and plan also to distribute copies of the report to participants of the Biennial Laubach Conference in June, 1990.

b. Slippages

1) We are late in getting this report to the interested persons mentioned in (1) above. Sickness among responsible staff members has delayed action on this.

2) We had hoped that a report of this study would by this time have been shared with the groups mentioned in (2), (3), and (4) above,

but timing of meetings and conferences made this impossible.

B. Changes in Budgeting:

1. Below is a comparison of budgeted amounts with actual expenditures, followed by explanations for variances.

CATEGORIES	Total Expenses LSCA II	Budget LSCA II	Variance LSCA II
Salaries	15000.00	15000.00	0.00
Travel	993.40	900.00	-93.40
Software	3484.67	3500.00	15.33
Supplies	851.74	900.00	48.26
Lib. Mat.	1556.91	1500.00	-56.91
Printing	599.43	600.00	.57
Postage	490.03	600.00	109.97
Phone	361.32	600.00	238.68
Conf.& In-service	762.50	600.00	-162.50
Rent	700.00	600.00	-100.00
Consultant	200.00	200.00	0.00
Totals	25000.00	25000.00	0.00

2. It is obvious that we over-budgeted for postage and phone and under-budgeted for travel, library materials, and conference/in-service.

3. The $100 over our budget in Rent/Utilities resulted from our contributing our share in a major maintenance job on the air conditioning in our Center. Since we are the major users of the building, we had to contribute something.

4. The overspending in travel was because of trips to assist new projects get started and to touch base with adults on our waiting list in outlying rural areas. It is increasingly more difficult to recruit tutors in this area.

C. Impact of this Federal Project on ongoing program of PEPI

1. The acquisition and use of computers and peripherals, along with excellent software, has opened up a whole new direction for the Plantation Education Program, Inc. The use of computers in this Federal Project has strengthened our belief that technology is not an option but a must for our future.

2. Not only do students who use computer lessons progress more rapidly in raising their reading levels, but they show evidence of tremendous growth in self-confidence in working independently and in taking charge of their lives in many ways. This is evidenced by comments from students using the computer. (See Attachment 3)

3. The study of student progress in the experimental and control groups has made us more sensitive to the fact that various reading styles exist among our students. This realization has influenced our decision to research various learning styles and recommended methods and materials for adapting to them. In fact, this is the content of our Federal Project for the current '89-'90 session. PEPI is planning its inservice sessions and workshops for training volunteer tutors so they know how to adapt their use of the Laubach materials to match the learning styles of students.

4. Our adult students reading at 0-4 grade level have communicated to friends in New Iberia their excitement about the use of computers in learning to read and write. As a result, we have currently fifteen (15) unemployed adults learning the

basics of the word processor, data base, and spread sheet to enhance their employability. They are welcome to use the computers as long as they are not needed by registrants in the literacy program.

D. Other Appropriate Information

1. Library Materials Acquired during the '88-'89 Grant Year.

a. Software

1) Project Star, Levels 1,2,3 (20 disks and 20 backups in each level): a comprehensive computer-based literacy program that allows tutors to evaluate students, prepare individualized programs, and implement a sequenced course of study with a minimum of preparation time.

2) Close-Plus, Levels E,F,G,H (4 disks and backups in each level): a computer-based reading improvement program that develops comprehension and vocabulary knowledge through structured context analysis activities.

3) Comprehension Power, Levels J,K,L (4 disks in each level): an inductive comprehension-building program including a wide range of informative, interesting reading selections.

4) How to Write for Everyday Living, (4 disks): a writing competency program structured arouond real-life writing tasks.

5) Word Math II, Number Words 2, Math Concepts 1-2, Expanded Notation (8 disks with backups): instructional and drill lessons for basic computational skills and problem-solving skills.

6) Home Row (2 disks and backups): a very easy-to-use program for learning the keyboard.

7) Calendar Skills (1 disk and backup): basic calendar skills are presented through tutorials and practice lessons.

8. Mark-Up (1 disk) a punctuation learning tool.

9. Double-Up, Sequitur, and Rhubarb (1 disk in each program): games which can be used at many different levels for many different purposes. All three programs stimulate learners to think about meaning and to become aware of variations in word order (Double-Up and Sequitur). Rhubarb is a form of Hangman with words in a paragraph rather than with letters in a word (and without the hanged man!)

b. Peripherals: 2 Ufonics (voice synthesizers) for use with many lessons in Project Star

c. Skill Books and supplementary materials

1) Laubach Way to Reading Skill Books (100)

2) Explode the Code (12 books)

3) Let's Read (9 books)

4) Supplementary readers (75 books)

5) New Oxford Picture Dictionary for ESL Students (30 texts and workbooks)

d. Books for leisure reading (high-interest, low-level)

1) Step Up Series (12 books)

2) New True Books (13 books)

3) Kaleidoscope Set (32 books)

4) Griffin Readers--Pirate Series (12 books)

e. Children's books for parents with young children

1) Ladybird Books--Read It Yourself Series (32 books)

2) Dolch Readers (15 books)

3) Laying the Foundation Kits (5)

f. Books for tutors

1) Literacy and Job Performance

2) The Written Word (newsletter)

3) Visions (magazine)

g. Videos for tutors

1) A Literate Workforce (30 minutes)

2) Upgrading (30 minutes)

2. Training Provided during the '88-'89 Grant Year

a. PEPI conducted five (5) Laubach tutor-training workshops and certified 44 new volunteer tutors who were assigned to work one-on-one with adult learners, bringing to ninety-five (95) the total number of tutors for the '88-'89 session.

b. PEPI conducted five (5) inservice sessions attended by a total of 131 tutors. The following topics were presented::

1) Learning Styles/Multisensory Approach

2) Language Experience Method of Teaching Reading

3) What's Skill Book 3 About?/ Ins and Outs of the Computer

4) What to Do When Your Student Gets Stuck on a Learning Plateau (See Attachment 4)

5) Make and Take Session/Computer Session/Browsing through recently acquired library materials

c. PEPI also trained tutors in the use of computers as mentioned earlier in this report.

3. Services were contracted for a sociologist consultant. (For contract and service rendered, see Attachment 5)

4. Recruiting Volunteer Tutors

a. Achievements

1) Posters and flyers in libraries: (main New Iberia library, Loreauville and Jeanerette branches; St. Martinville, Breaux Bridge, and Abbeville libraries)

2) Notices in bulletins of all churches in the area

3) Notices in the local newspaper, The Daily Iberian (See Attachment 6)

4) TV and radio PSA's

b. Slippages:

1) A drop in the number of new volunteers recruited. We are presently trying to analyze reasons for this drop and to find new ways to recruit in future.

2) Of the 98 tutors at the end of last session, we retained 52%. There are many reasons for this: movement of tutors form an economically depressed area, family obligations, end of commitment to serve for a specified period of time, irregularity of student causing discouragement and lack of interest in tutor, and realization that this type of service is not suitable for the volunteer tutor.

5. Recruiting, Motivating, and Tutoring Adult Non-Readers

a. Achievements: We served a total of 103 students this session. New adult learners were recruited in the following ways:

1) Posters, flyers, and cards placed in employment office, social service center, health units, clinic, welfare and probation offices.

2) Announcements in area churches

3) TV and radio PSA's

4) By current and past participants

b. Slippages

1) Because of shortage of tutors we have fifteen (15) students on a waiting list. Some of these work on computers programs while waiting for a tutor to be assigned.

2) Thirty-three (33) students dropped out for various reasons: lack of transportation and child care services, job opportunities, moving, lack of

interest and motivation, and an unrealistic expectation of a "quick fix" on the part of some of the younger students.

6. Communicating with the Wider Community the Problems of Illiteracy and the Efforts of PEPI to Address the Situation

a. Achievements

1) Made three hundred (300) mailings each of four (4) issues of PEPI newsletter, Reaching Out (Attachment 4)

2) Program featured in The Daily Iberian (See Attachment 7)

3) PEPI staff invited as guest speakers to civic groups: DAR, Ministerial Alliance, United Way, Home Demonstration Units (3), Louisiana Reading Association, and local public school teachers meetings.

4) Staff persons interviewed on radio talk show

b. Slippages: We did not follow through on a TV talk show. Plan to do this in the '89-'90 session.

7. Searching for Ways to Involve Adult Learners in PEPI's Activities

a. Achievements

1) Encouraged an adult learner to apply to represent Louisiana at the National Adult Literacy Conference in D.C.. She did apply and was chosen as one of two Louisiana representatives.

2) Adult learner mentioned above spoke to sixty-five (65) members of the Louisiana Literacy Coalition about her experience in Washington, DC.

3) Involved other students to support our delegate by contributing to her travel expenses (Attachment 8).

4) Involved students through their tutors in evaluating materials used in their one-on-one sessions.

5) Involved students in evaluating computer software and worksheets.

6) Involved students in helping to set up physical arrangements for workshop and inservice sessions.

7) Student volunteered to bake refreshments for tutors' inservice session.

8) Input from students for PEPI's newsletter.

b. Slippages: We still have not organized a student support group, but this activity is still on our TO Do list!

8. Information on agencies and organizations supporting our literacy program

a. Libraries supporting our literacy program in their facilities for recruitment of tutors, providing tutoring space, offering large space for workshops if needed, and often recommending students:

1) Iberia Parish Library, New Iberia, LA

2) Jeanerette Branch, Jeanerette, LA

3) Loreauville Branch, Loreauville, LA

4) St. Martin Parish Library, St. Martinville, LA

5) Vermilion Parish Library, Abbeville, LA

6) Breax Bridge, branch of St. Martinville library

b. Agencies and Organizations recruited for services: These groups recruit students and tutors and/or give other specific services requested.

1) In New Iberia, LA

a) R.S.V.P. (Council on Aging) b) Iberia Parish School Board, c) Friends of the Poor, d) Social Service Center, e) Louisiana Job Service, f) Iberia Health Unit, g) Office of Eligibility Determination (Welfare Office), h) Iberia Parish Probation Office, i) United Way of New Iberia, J) A. and F. King Memorial Clinic, k) State Office of Literacy, l) Louisiana Coalition for Literacy, m) Local merchants.

2) Outside New Iberia, LA

a) Teche Action Clinic, Franklin, LA; b) St. Martin Parish School Board, St. Martinville, LA; c) National Rehabilitation Services, Lafayette, LA; d) Teche Evangeline Vo-Tech School, St. Martinville, LA.

PEPI LIBRARY LITERACY COMPUTER PROJECT ATTACHMENT #1

October 1, 1988 - September 30, 1989

QUESTIONNAIRE FOR GATHERING QUALITATIVE DATA ON COMPUTER USE

1. Do you think that spending more time on the computer helped you to read and understand what you read better?

Student:

Tutor:

2. Did you come to class more regularly when you started working on the computer?

Student:

Tutor:

3. Did you feel you were more in charge of your learning when you used the computer?

Student:

Tutor:

4. Did using the computer help you feel better about yourself? If yes, please explain.

Student:

Tutor:

5. What do you like most about working on the computer?

Student:

Tutor:

6. Did you ever come to work alone on the computer, without a tutor?

Student:

Tutor:

7. Is there anything you don't like about working on the computer? If yes, please explain.

Student:

Tutor:

ATTACHMENT #2

1. SKILL: Critical Thinking LEVELS: ALL

2. PROGRAM COURSEWARE COMMENTS

double-up Research Design Assoc., Inc.

3. FOCUS OF PROGRAM

Designed to give practice in putting sentences together so S. can see how grammar works. Stimulates S. to think about meaning.

4. CORRELATION WITH LAUBACH SKILL BOOKS

None

5. DESCRIPTION OF ACTIVITIES

Program takes the form of a puzzle. S. sees the words of a very short text arranged as a list in alphabetical order.

S. must put words in the right order, two at a time.

As a pair of words is matched, it is moved up and placed in the correct order, so that the text builds up gradually.

6. ADVANTAGES

The Editor feature allows entrance of passages suitable for the reading level of the individual student.

This is really a game and can be approached in the spirit of fun!

7. DISADVANTAGES

8. OPTIONS

Record-keeping and printout, if desired.

1. SKILL: Critical Thinking LEVELS: All

2. PROGRAM COURSEWARE COMMENTS

SEQUITUR Research Design, Assoc., Inc.

3. FOCUS OF PROGRAM

A tool to develop S.'s skill in text-sequencing and ability to detect presence or absence of coherence in writing.

4. CORRELATION WITH LAUBACH SKILL BOOKS

5. DESCRIPTION OF ACTIVITIES

S. reads beginning of a text (prose, dialogue, or verse), and at the first line of 3 possible continuations. Only one of them is correct. S. selects the one he thinks comes next.

If correct one is chosen, it is added to the text, and then S. sees 3 more continuations from the next point.

If S. selects the wrong one, it will be blanked out, and he must choose between two left. Process continues until text is complete.

6. ADVANTAGES

Game can be played by one S. or by a group.

Editor feature allows entrance of passages suitable for S.'s reading level.

7. DISADVANTAGES

If printout is desired, printer must be on line from beginning or program must be started over.

8. OPTIONS

Printout available.

Record-keeping if desired.

1. SKILL: Writing LEVELS: 4-12

2. PROGRAM	COURSEWARE	COMMENTS
How to Write for Everyday Living	Educational Activities, Inc.	Multi-disk Program

3. FOCUS OF PROGRAM

A writing competency program structured around real-life writing tasks, with emphasis on reading, writing, communication, and reference skills needed in real-life survival tasks.

4. CORRELATION WITH LAUBACH SKILL BOOKS

None

5. BRIEF DESCRIPTION OF ACTIVITIES

S. becomes involved in simulation-type activities and works with facsimiles of actual forms based on everyday activities, e.g., job resume, employment application, business letter, personal letter, outlines, learner's permit, banking forms, etc.

The program has 2 parts: a tutorial and an application in which the S. actually fills in forms.

6. ADVANTAGES

Program accompanied by reproducible activity worksheets which can be used to pre-test S. to determine needs or after program is run to see if S. has learned skill and to give practice.

7. DISADVANTAGES

8. OPTIONS

Student management available.

7. DISADVANTAGES

1. SKILL: Comprehension — LEVELS 10-12

2. PROGRAM	COURSEWARE	COMMENTS
Comprehension Power (12 diskettes)	Milliken	Levels J,K,L Labeled C-17

3. FOCUS OF PROGRAM

An inductive comprehension-building program. S. must use a variety of reading skills in different combinations to comprehend different reading selections.

Skill categories are: literal understanding, interpretation, analysis, evaluation, and appreciation.

Program includes a wide range of informative, interesting reading selections and develops 25 major comprehension skills.

4. CORRELATION WITH LAUBACH SKILL BOOKS

Suitable for S. beyond Skill Book 4.

Excellent for GED preparation.

5. BRIEF DESCRIPTION OF ACTIVITIES

Each level contains 12 lessons. Each lesson consists of an interesting reading passage, broken into segments, followed by questions.

S. reviews new vocabulary and previews the reading selection to see the key story words used in context.

6 ADVANTAGES

Good for S. who are global learners.

Program has adjustable reading rate.

Immediate feedback on student responses.

Manual for each level contains reading selections.

7. DISADVANTAGES

Rather complex to access. S. must be entered by tutor on each disk. A password must be memorized.

8. OPTIONS

Good management and record-keeping procedures.

Print-out available.

1. Skill: COMPREHENSION — Level 3-8

2. PROGRAM	COURSEWARE	COMMENTS
Cloze Plus	Milliken	Levels C,D (C-6) E,F (C-7) G,H (C-8)

3. FOCUS OF PROGRAM

A reading improvement program that develops comprehension and vocabulary through structured context analysis activities. Provides structural instruction with vocabulary-in-context activiteles.

4. CORRELATION WITH LAUBACH SKILL BOOKS

Use Level C after Skill Book 3 or 4.

Use with Challenger 5 - 8.

5. BRIEF DESCRIPTION OF ACTIVITIES

Structured cloze activities require student to use context to complete syntax and to demonstrate comprehension. The vocabulary-in-context activities require the student to derive the meaning of a difficult word by analyzing the context:

One paragraph usually contains one deletion. S. selects correct word for a deletion from 4-5 choices
--supplies a word to complete a sentence
--selects the meaning of a difficult word in context from 4-5 choices

6. ADVANTAGES

Immediate feedback on how student performed on specific comprehension skills.

Develops critical thinking skills in determining correct word for sentence completion.

Teacher's Manual has very useful lesson plan guide.

7. DISADVANTAGES

Rather complex to access. Student and tutor must be entered on each disk.

8. OPTIONS

Printout available.

1. SKILL: Keyboarding LEVEL 1

2. PROGRAM	COURSEWARE	COMMENTS
Home Row	Hartley	

3. FOCUS OF PROGRAM

Program excellent for helping S. learn the keyboard and develop typing skills. A good introduction to use of computer keyboard.

4. CORRELATION WITH LAUBACH SKILL BOOKS

None

5. BRIEF DESCRIPTION OF ACTIVITIES

Keyboard appears on screen.
In the "easy" method S. must type letter that appears on screen. In "hard" method S. types letters that appear in a box under the keyboard on the screen
Performance is timed and scored.
There are 40 lessons with different combinations of letters.
Lesson 40 allows S. to type in any combination of keys he wants to practice.

6. ADVANTAGES

S. can use this program to become familiar with the keyboard without having to become good typists.

Lessons are short and definite.

7. DISADVANTAGES

8. OPTIONS

Scores easily accessed by T. and S.

1. SKILL: Critical Thinking LEVELS: ALL

2. PROGRAM COURSEWARE COMMENTS

RHUBARB Research Design Assoc., Inc.

3. FOCUS OF PROGRAM

The S. tries to close the information gap by guessing what words might be in a passage.. A form of HANGMAN with words in a paragraph rather that with letters in a word, and of course, with the hanged man!\

4. CORRELATION WITH LAUBACH SKILL BOOKS

Laubach materials can be entered to play the game.

5. BRIEF DESCRIPTION OF ACTIVITIES

S. chooses a text from 24 options, 9 titles shown at a time.

This text is displayed with every letter changed into a letter of the word RHUBARB, but with punctuation and word divisions preserved. The letters are all in the rhubarb color: magenta.

S. guesses words . Words successfully guessed appear in blue. After the next guess, words already filled in appear in black, so word S. has just guessed can always be seen (in blue).

6. ADVANTAGES

S. can choose easier forms of the game and can get help during the game.

Editor feature allows entrance of texts suitable for S. reading level.

Game can be played in a challenging way with a group.

7. DISADVANTAGES

To enter a word a S. must be able to spell it, which may be difficult for basic students.

8. OPTIONS

Analysis report at end of game.

Printout and record-keeping available.

1. SKILL: Comprehension LEVELS: 3-12

2. PROGRM	COURSEWARE	COMMENTS
Survival Reading Skills	Queue	Multi-disk

3. FOCUS OF PROGRAM

Program provides practice in the following reading skills:

Recalling factual knowledge
Topic identification
Location of main idea
Drawing logical conclusions

4. CORRELATION WITH LAUBACH SKILL BOOKS

Skill Book 3--1st half: T. can read passage S. first, as in Duet Reading, then have S. read alone and answer questions.
Skill Book 3--2nd half and SB 4: Let S. work independently.

5. BRIEF DESCRIPTION OF ACTIVITIES

Texts on "survival" topics are followed by questions.

If a S. answers incorrectly, he receives a hint and a second try. An explanation follows two incorrect responses.

6. ADVANTAGES

Program offers high level of user control and immediate feedback.

Program can track S. into 3 different reading levels.
Practical, useful information enhances S.'s knowledge of everyday topics and broadens view of world.

Computer automatically assesses score and bramches S. to appropriate level.

7. DISADVANTAGES

Student scores are saved on a separate disk.

Not much variety; no graphics

8. OPTIONS

Record-keeping
Printouts available

1. SKILL: Comprehension LEVELS: 3-12

2. PROGRAM COURSEWARE COMMENTS

ADD Reading Skills Queue

3. FOCUS OF PROGRAM

The Adjusting Degrees of Difficulty (ADD) Reading Skills is designed to give practice in the following skills:

Recalling facts
Choosing main topic or idea
Word analysis
Conclusion
Imagery
Vocabulary
Visual Discrimination

4. CORRELATION WITH LAUBACH SKILL BOOKS

Use with Skill Book 4 or Challenger 5, 6, 7, 8.

5. BRIEF DESCRIPTION OF ACTIVITIES

Each selection is followed by 12 questions which fall into 8 categories (see above).

For each selection questions are written on 3 different levels of difficulty to match reading levels of the passages.

6. ADVANTAGES

Text automatically adjusts to different levels of difficulty.

Suggested discussion starters and other activities available for language experience work.

S. can access screens whenever needed, can exit from a lesson at any time,, can reread passages as oftern as desired.

7. DISADVANTAGES

8. OPTIONS

Printout available

ATTACHMENT #3

SUMMARY OF QUALITATIVE DATA ON THE USE OF THE COMPUTER

PART A. Comments of adult learners using the computer, followed by the number of students making similar observations.

1. I can work at my own speed, and it is more private. (8)
2. It's like teaching your own self. Makes me feel good when I get the right answer, and I won't quit until I do! (9)
3. Using the computer makes me feel like I'm in control. It gives me more self-confidence, and I can look people in the face while I talk to them. Succeeding on the computer helped me do other things without the computer. (11)
4. The computer helps me to teach my children, and now I enjoy reading to them. (4)
5. The only thing I don't like about the computer is the voice; it's not plain enough. (11)

(N.B. Our students--all Southerners--find many words spoken by Easterners or Mid-Westerners difficult to "translate" into Cajun or Black dialect! This is particularly true of short vowel sounds, especially the short "o" and short "a" sounds.)

6. The thing I like most about the computer is that it helps me to spell lots of words. (4)
7. Reading on a computer works better for me than a book. The words just come to me. (9)
8. With the computer I learn more faster. (8)
9. The computer got my mind back on track like it was before I had a stroke. (1)
10. I feel comfortable with the computer. It's like a teacher. It tells me what to do. It tells me right away if I got it right.

It lets me decide how many times I will do a lesson. With the book you do a lesson once and that's it. (8)

11. The computer keeps track of words I miss, and those words keep popping up til I get them right. I like that. (5)
12. I learn better on the computer because I see words and hear words as many times as I want to, and I see pictures of words. And this is why I learn quicker. (10)

PART B. Comments of tutors whose students use the computer.

At five (5) different evaluation sessions with the tutors, these were the ideas that kept recurring:

1. The growth in self-confidence of the adult learner is so phenomenal that it seems at times almost tangible.
2. This growth in self-confidence is related to the fact that the adult learner experiences control--being in charge of his own learning. (Using the teacher's menu for student management reveals that most adult learners make the decision to repeat lessons two, three, or four times until they get everything perfect!)
3. It seems that these decisions are related to the immediate feedback received via the computer. The adult learners are so encouraged by this positive reinforcement that they keep repeating lessons until they get all the positive feedback they can possibly get.
4. Attendance has been more regular since adults have been working with computer lessons.
5. The fact that many adults spend extra time at the computer without a teacher indicates that they appreciate the privacy they experience in this situation.